Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| **1. What sources of data did we examine?** | \*Scott Foresman (Unit 4)  \*DIBELS (February)  \*STAR (January)  \*Special services students receive  \*Anecdotetal records/feedback from teachers and reading coach.  \*2009-2010 ARMT&SAT (used to look for trends and drive 2010-2011 instruction)  \*Conduct grades (3rd 9 weeks)  \*Attendance 2010-1011  \*Office referrals 2010-2011  \*Race  \*Age  \*Gender | Future test scores and feedback |
| **2. What parts of these data really caught our attention?** | One of the boys we have scoring 75 wcpm is also in our Quest program. STAR level and unit test are average. He is a slow reader. However, he comprehends very well.  Majority of the data discussed correlated with the teacher’s observations.  Many of the struggling students are not from stable homes.  Most of our low performing students have already been identified as Special Ed. | Collaborative plan to increase student success |
| **3. What parts of these data encourage you the most?** | We do see some improvement in all of these students since the beginning of the year. | Continue to monitor student’s success |
| **4. What parts concern you the most?** | 100% of the targeted students are reading below 81 wcpm.  Majority of the targeted students struggle to maintain 90% accuracy in AR.  This will not reflect well on the overall SAT and ARMT scores for 3rd grade. | Continue to provide intervention.  Begin to incorporate Compass Learning program for struggling students in language arts and math.  We plan to drive our 2011-2012 3rd grade instruction based on the results of this years SAT and ARMT data. |
| **5. What differences, if any, are there in grades, attendance, and behavior among our students?** | We notice that their grades are consistent with the data.  Attendance is a huge problem that we feel is hurting student achievement.  A few of these students have struggled in the past and their behavior is also becoming an issue. | Continue monitoring student progress. |
| **6. Do some groups achieve at higher levels than others?** | Students who attend school regularly and ON TIME are achieving much more than those who do not.  Students that receive parent support are much more successful. | We would like to know some ways that other schools have dealt with excessive tardies and absences. |
| **7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more?** | Students who are not reading on grade level are struggling in other subject areas as well.  The data correlates with teacher observations.  We see that students who are on grade level are able to move quickly through the curriculum.  Teachers are able to expose the advanced students to material in which they are able to apply higher level thinking skills.  This is extremely evident with students who are successful in the quest program in addition to their regular schoolwork. |  |
| **8. Which groups appear to need instruction more tailored to their learning styles?** | All students have individual learning styles. Both successful and struggling students require very individualized instruction.  Teachers shared that SF is very in tune with differentiated instruction which addresses a variety of learning styles. |  |
| **9. What other questions does this data raise for you?** | How can we help struggling students prepare for standardized test?  How have other schools found success for struggling students? |  |
| **10. What are the implications for what our professional learning team should focus on this year?** | Provide PD for teachers that will increase student learning.  We plan to implement Compass Learning to monitor the progress of students who struggle with math and reading 2011-2012.  Teachers received an introduction lesson to Compass Learning from the reading coach during their March grade level meetings | Plan to set in-service dates to provide our teachers with in-depth PD on the Compass Learning program 2011-2012. |